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ABSTRACT

The National Accreditation Council for Environmental Health Curricula consists of persons from universities with programs in environmental health, and from agencies employing environmental health personnel. The Council has prepared this statement on its aims and purposes, developed criteria, and established operating procedures for an accreditation program. Included in this document is information to prepare an undergraduate program for the process of accreditation. It contains survey procedures, general curriculum requirements, directions for writing evaluation and narrative reports, and sample forms. (Author/HA)

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ACCREDITATION PROGRAM FOR UNDERGRADUATE CURRICULA IN ENVIRONMENTAL HEALTH

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source: NATIONAL ACCREDITATION COUNCIL for ENVIRONMENTAL HEALTH CURRICULA

National Environmental Health Association

Denver, Colorado 80203

NATIONAL ENVIRONMENTAL HEALTH ASSOCIATION
1200 LINCOLN SUITE 704
DENVER, COLORADO 80203

SE 023 444

ACCREDITATION IN ENVIRONMENTAL HEALTH

Background of the Accreditation Council

The National Environmental Health Association (formerly the National Association of Sanitarians) established the National Accreditation Council for Environmental Health Curricula in 1967. This Council evolved as a result of recommendations from committees which worked on the programs and activities of the association, defined the educational needs of the environmentalist and promoted curricula that would meet these needs. The charge to this Council was to develop criteria and to implement a program for accrediting undergraduate programs in the field of environmental health. In the development of criteria for accreditation, the Council considered materials resulting from conferences on undergraduate education in environmental health held at Battle Creek, Michigan in 1952, Denver, Colorado in 1962 and St. Paul, Minnesota in 1964. Action taken by NEHA in establishing an Accreditation Council was consistent with its objective of improving man's environment by improving the quality and number of professional personnel working in the field of environmental health.

NEHA is the major organization representing professional environmentalists. Its members consist of environmental health personnel employed by governmental agencies, institutions, industries, and universities. Major activities of these people have been directed at the prevention of disease and the promotion of an environment which will have a positive effect on man's health and well-being by management of air, food, water, shelter and other environmental factors.

The association has worked in many ways to meet its objectives of promoting a healthful environment. It conducts an annual educational conference and sponsors frequent short courses and seminars for environmental personnel throughout the United States. In addition to in-service training, the association has been active in promoting undergraduate programs of study in the field of environmental health, and continuing education for career development. The association publishes a bi-monthly Journal of Environmental Health which contains articles on research, administration, and program activities. It also publishes brochures and documents of value to the professional environmentalist and which can be used in education programs relating to environmental control. The association initiated a program for the registration of professional environmentalists, participates with industry and official agencies in the development of standards and promotes legislation in the areas of environmental health.

The Accreditation Council membership consists of persons from universities with programs in environmental health, and from agencies employing environmental health personnel. The Council has prepared a statement on its aims and purposes, developed criteria, and established operating procedures for an accreditation program.

The principal goals in the accreditation of environmental health curricula are to encourage and promote new and improved curricula in environmental health that are comprehensive and of high quality and to guide students to the accredited curricula.

Eligibility

The Accreditation Council will consider an environmental health curriculum for accreditation when it is offered within a college or university approved by the appropriate regional accrediting association(s) and after the institution has graduated at least one class in the environmental health curriculum.

Application for Evaluation

The environmental health faculty that anticipates applying for accreditation may, at any stage of its development, request information or advice from the Accreditation Council. The Council will give any assistance possible by mail, telephone conferences or consultation. When the faculty makes application for accreditation of its environmental health curriculum through the appropriate authority of the institution, it will be provided with the pre-survey forms and self-evaluation guides. After a self-evaluation study has been completed by the institution, and the pre-survey forms, narrative report, and specific supportive materials have been compiled and submitted to the Council, a date will be established for a survey team visit to the institution.

Survey Team

A survey team will be composed of two or more members, depending on the complexity of the setting and the program to be examined. Team members usually will be faculty members associated with accredited programs in environmental health and who are members of the Accreditation Council. The team will review the pre-survey forms, the narrative report, and the supportive materials which will be submitted to the Council prior to its visit.

The Survey Team Visit

The time of the visit will be arranged by the Council chairman in consultation with the administrator of the environmental health curriculum. The institution will be advised of any specific information the team will wish to review, and will be provided with a tentative outline of a schedule to be followed during the visit.

The visit usually will involve two days. The time will be spent in observance and in conference with faculty, staff, and students at the institution.

The purpose of the visit is to supplement the materials presented to the Council by the institution and to acquaint the survey team with the program so that the Council may have a clear and complete picture of the environmental health curriculum.

The survey team will be charged with the responsibility of becoming acquainted with all aspects of the environmental health curriculum, evaluating the status of the program, assessing the quality of the alumni, and estimating the strength of supporting departments. The survey team usually will concentrate on areas which appear vague or weak in the descriptive material submitted to the Council.

The survey team will call on the appropriate administrative officials of the institution as a matter of protocol. Others to be consulted are the dean, officials having jurisdiction over the environmental health curriculum, and faculty members teaching environmental health or closely related courses. The team will visit

classes and inspect teaching, library, and supportive facilities. It may examine student records, review curriculum plans, and meet with students representative of each class.

At the conclusion of the visit the team will discuss its general observations with the administrator of the environmental health curriculum.

Survey Team Report

Before leaving the institution, the team will confer on the general tenor of the survey report and on the details to be emphasized. The team chairman will prepare a draft of the survey report and submit it to the environmental health curriculum administrator to review and check for factual errors or misunderstandings. The survey report will not contain accreditation recommendations. It is intended to be a factual, searching account of conditions observed at the institution. It will emphasize those factors of questionable strength or weakness which appear to need special investigation from the documents and self-evaluation submitted earlier by the school.

Action on the Report - Classification

Members of the Accreditation Council will study the survey team's report and the pre-survey forms and narrative report and other information submitted by the school prior to the Council meeting. A decision concerning accreditation will be made if the Council chairman and six members (or their alternates) are present. Two-thirds of the voting members of the Council present must agree on the action to be taken. The program may be (1) approved with full accreditation; (2) approved with conditional accreditation and recommendations for correction of minor deficiencies; (3) approved with probationary accreditation and recommendations for correction of major deficiencies; or (4) disapproved.

Conditional and probationary accreditation must be upgraded to full accreditation within three years, considering budget problems and the advanced planning required.

The administrator of the environmental health curriculum will be notified as soon as possible of the Council's action.

All information submitted to the Council for consideration will be held in strict confidence.

An institution with a curriculum which has been disapproved for accreditation customarily may apply for accreditation, without a revisitation, within two years after the initial review.

Appeal

If the decision of the Accreditation Council is questioned, the institution may appeal the decision to the Education Committee of the National Environmental Health Association. Representatives of the institution must present their evidence to the committee in the presence of the chairman of the Accreditation Council and the senior member of the survey team. The decision of the Education Committee must be based on the program in operation at the time of the report, and not upon subsequent developments or plans.

Reaccreditation

The suggested interval between reaccreditation examination will be five to eight years. This interval may be shortened if curricula undergo marked change. The need for reaccreditation will be determined by the Accreditation Council.

Costs

The applicant is expected to pay transportation, housing and meal costs for the survey team. A $200 application fee must accompany the request for accreditation procedures. This is to cover administrative costs of the procedures. The Accreditation Council makes every effort to keep the applicants' costs to a minimum, selected whenever possible survey team members within short traveling distances.

References

1. Hopper, Samuel H., Editor. Working Conference on Undergraduate Education in Sanitary Sciences. Sponsored by W.K. Kellogg Foundation, Battle Creek, Micigan. April 17-20, 1951

2. Report on the Disaster Capabilities of Sanitarians with Special Reference to the Academic Preparation of this Professional Group. Sponsored by the National Environmental Health Association, Denver, Colorado. May 2-4, 1962.

3. Report of Conference on Undergraduate Education for Sanitarians. Sponsored by the National Environmental Health Association, St. Paul, Minnesota. January 19-21, 1964.

AIMS AND PURPOSES OF THE COUNCIL
AND
CRITERIA FOR ACCREDITATION

I. AIMS AND PURPOSES

A. Promote a high quality of education for persons majoring in the field of environmental health. The quality of undergraduate education desired requires a solid background in the sciences, social sciences, and humanities.

B. Promote undergraduate curricula of a quality and content compatible with entrance requirements for admission to graduate programs in environmental health.

C. Promote Programs of continuing education in environmental health.

D. Establish and apply criteria for the accreditation of curricula leading to degrees in environmental health. These criteria shall include admissions, curriculum, faculty, facilities and finanace.

E. Assist and support universities and colleges seeking to develop a school, department, or curricula in environmental health; advise such institutions on curriculum content, teaching personnel, and potential placement of graduates.

F. Study or promote studies on the needs for new courses which will enable the environmentalist to meet changing demands in environmental control.

G. Study methods of teaching environmental health principles and parctices, with the objective of progressive improvement in the education and training of the professional environmentalist.

H. Evaluate the teaching and research of the faculty and the performances of the alumni--in terms of the stated objectives of the program in environmental health.

I. Publish periodically lists of schools with currently accredited environmental health curricula.

II. REQUIREMENTS FOR ACCREDITATION

A. Organization:

1. A curriculum in environmental health must be offered through a university or college which is an accredited institution of higher learning.

2. The department or unit offering the environmental health curriculum should establish relationships within the formal university or college structure.

3. The department or unit offering the environmental health curriculum should establish relationships with relevant academic units of the university or college and encourage mutually beneficial student contact with related professional groups.

4. The department or unit offering the environmental health curriculum must have or share authority and responsibility relating to:

   a. recommendation and selection of candidates for faculty appointment, promotion, and tenure.

   b. development and conduct of the curriculum

   c. internal organization of the faculty

B. Faculty

1. In accordance with the university's generally stated objectives, and the objectives of the environmental health program, members of the environmental health faculty should have adequate academic qualifications. These qualifications should include graduate preparation and experience in the field of environmental health.

2. There should be a sufficient number of faculty to allow time for research, as well as teaching, planning and administration.

3. The faculty member directly responsible for the environmental health curriculum must be full-time in the department or unit offering the environmental health curriculum. He should be qualified and hold professional recognition in the field of environmental health through graduate preparation and a minimum of five years' experience in the practice of environmental health.

4. The use of parttime instructors with relevant training and experience should be encouraged as a supplement to the full-time faculty.

5. Reasonable security of tenure and attractiveness of position must be assured to maintain stability, continuity and confidence of faculty.

6. The faculty should be active in university or college affairs and participate in organizations which advance the field of environmental health.

C. Finances:

The university or college must provide a sufficient budget allocation to ensure an adequate faculty, staff and facility and reasonable assurance of continuance support.

D. Physical Plant:

All aspects of the physical plant and equipment should be adequate to meet the requirements of the institution's objectives. This would include classrooms, laboratories, faculty offices, etc.

E. Enrollment:

The number of students enrolled in environmental health curricula should be commensurate with physical facilities and the number and qualifications of the faculty.

F. Library:

Library facilities should be available to faculty and to students in an environmental health curriculum. They should be conveniently located and available at reasonable hours. The library should be adequately sustained for operation and for the purpose of current periodicals and reference materials of environmental health importance.

G. Admissions:

Admission of students to the environmental health curriculum should be the responsibility of the faculty of that curriculum. The faculty should consider only the applications of candidates who have met the college entrance requirements and they should display an aptitude for the sciences as well as the humanities and social sciences.

H. Professional Curriculum:

1. The department or unit offering the environmental health curriculum should have a statement of objectives and philosophy in offering the curriculum.

2. The curriculum should permit adjustments to the needs in the field of environmental health as a growing and expanding science. It should be sufficiently flexible to permit adjustments as suggested by experience and advances in knowledge.

3. The curriculum should provide a sound foundation in the fundamentals of public health and environmental health. It should promote critical thinking, expression of ideas, and an awareness of others. It should provide for development of the skills, technical knowledge and attitudes necessary for him to function as a member of a health team, or to function independently. It should inspire the student to continue to educate himself throughout life and to fully appreciate his professional obligations.

4. In its evaluation, the Council will study the curriculum as a whole in terms of its related courses which provide:

   a. General knowledge of biological, physical and social sciences.

   b. Understanding of the application of applied scientific and Technical environmental health knowledge to community health problems.

   c. Preparation of environmental health specialists who can:

      Communicate effectively, orally or in writing;
      Think critically or analytically;
      Undertake studies in seeking solutions to
        environmental health problems;
      Relate to man's total needs.

5. The curriculum should provide instruction in the following subjects or areas: biology; chemistry; physics; mathematics; oral and written communications (English composition, report writing, and public speaking); social sciences, including courses in psychology, sociology, economics, human relations and political science; microbiology and epidemiology; public health organization and administration; biostatistics, and environmental health. In the area of environmental health the major factors of air, water, waste, food, shelter, noise, radiation, occupational health, and vectors should be considered.

H. Field Training:

A department or unit with a curriculum in environmental health should maintain liaison with local and state health agencies, institutions, and industries and provide exposure to the applied aspects of environmental health. A period of field training, during or at the completion of the academic training, is recommended.

III. STATEMENT OF GENERAL POLICY

The aim and the purpose of the Accreditation Council is to promote progress in environmental health education in the various universities and colleges, with full accreditation of environmental health curricula as the ultimate goal. In fulfilling this function, the Accreditation Council will encourage and assist schools to meet requirements.

Upon request, the Council will consider evaluation of a newly-established school at any stage of its development, making accreditation possible at the time of graduation of the first class.

If an accredited school makes fundamental changes in its curriculum, faculty, organization, instructional program or stated objectives, the Council should be notified.

INFORMATION FOR APPLICANTS

The Accreditation Council invites formal application for initial approval of a curriculum when students, who have elected to major in environmental health, have entered their terminal year. A survey and final approval should be requested after the first class has graduated and when the faculty considers itself and the curriculum prepared for a survey. Approximately six months before a visit, the "Pre-Survey Forms" and "Guide for Evaluation and Narrative Report" will be sent to the school. Seven sets of the completed material are requested for use by members of the Accreditation Council. This material should be completed and returned with sufficient time allowed (approximately eight weeks) so that the Council can distribute them for review prior to the date of the visit. Bulletins, class schedules, course outlines, and other supporting materials are requested and should be submitted with the completed forms.

"Information on Survey Procedures" (p.11) describes composition of a survey team, purposes and procedures of visits, survey reports, and the process leading to final action regarding accreditation of the curriculum. It provides general guides for planning the survey schedule, but the detailed plans are left to the discretion of the faculty concerned. The faculty is encouraged to arrange interviews and visits at the convenience of co-workers and in ways to reflect the program most clearly. A copy of the schedule for the survey visit should accompany each set of the "Pre-Survey Form." A typical schedule outline follows.

During the visit of a survey team, it is of great assistance to have a room scheduled to which faculty may come, and to have a person available to help with the appointments. The team would like to talk with each of the environmental health faculty and with environmental health personnel from the health agencies cooperating in the instruction and field training of environmental health majors. It would like to meet with some of the students at different educational levels and review records and visit facilities such as classrooms, laboratories, and the library.

Following the survey, a report is prepared by the team. This report is sent to the administrator of the environmental health curriculum for review, prior to sending it to the Accreditation Council for evaluation, along with the material that was originally submitted by the institution.

A Typical Schedule for a Survey Team Visit

The team will arrive on the day prior to the scheduling of conferences, so that they may meet alone to plan their work. Except for initial and final conferences, rearrangement of the typical appointments with the team may be advantageous to local personnel and situations.

First Day	Conferences	Approximate Time Needed
	1. Responsible administrative personnel	1 hour
A.M.	2. Curriculum Director	2 hours
	3. President, Provost, or Dean (a protocol visit)	½ hour
P.M.	4. Faculty members in Environmental Health and related courses	3 hours
	5. Tour of facilities and campus	1 hour

Second Day		
	1. Environmental Health class or laboratory in session	1 hour
A.M.	2. Review of records or programs	1 hour
	3. Student interviews	1 hour
	4. Local and state environmental health personnel	1 hour
P.M.	5. Survey team private conference	2 hours
	6. Final conference with administrative personnel	--

INFORMATION ON SURVEY PROCEDURES

I. The Survey Team

The survey team is composed of two or more members, depending upon the complexity of the setting and the program to be examined. The team members are usually faculty members associated with accredited programs in environmental health, and are members of the National Accreditation Council for Environmental Health Curricula. The survey team members are appointed by the chairman of the Council. An institution may request a different choice of team members, if there is justification for doing so.

II. Aims of the Survey Team

The survey team is to gain as complete an understanding as possible of all aspects of the environmental health curriculum and supporting departments, so that the Council may have as clear and complete a picture as possible of the curriculum under review. The survey team is to clarify and verify the data prepared by the faculty, and to ascertain the faculty's interpretation of any aspects of the curriculum that does not seem to be described with sufficient clarity or comprehensiveness in the faculty report.

III. General Procedures of a Survey Visit

A. Initial meeting of the team

The survey team will meet alone, prior to the first conference with administrative personnel, to review the purposes of the visit, review the general schedule of the survey team, and outline the responsibilities of each of the team members.

B. The initial meeting of the team with responsible administrative personnel such as the Dean, Chairman of the Department, and Chairman or Director of the curriculum, will be for an orientation to the university and to the curriculum in environmental health.

C. Conference with the curriculum director

The team will meet with the curriculum director for a review and elaboration on the environmental health courses and their content and the faculty and their assignments.

D. Conferences with faculty members

The team will meet with individual faculty members to discuss their teaching, advisory, and administrative responsibilities related to the curriculum in environmental health; objectives in content of the courses they teach; means of evaluating student achievement; and other relevant activities and plans of the institution for the immediate future.

E. Tour of facilities and campus

The team will tour the facilities occupied or utilized in the environmental health program. A tour, or orientation, to the campus, is desired for an overall view of the physical setting of the environmental health program.

F. Final conference

After the survey team has had an opportunity for a private conference to review their observations and findings, they will meet with the administrative personnel that they met with at their first conference. The team will present any recommendations they have for the program and the general tenor of the report. They may request that additional information or material be submitted to the Council, at a later date, but prior to the Council meeting.

G. The survey team report

A draft of the report prepared by the chairman of the survey team will be submitted to the administrator of the environmental health curriculum allowing him an opportunity to review and check for factual errors or misunderstandings. This report will then be finalized and submitted to the Accreditation Council.

H. Action on the report

The Accreditation Council will study the material prepared by the institution and, after deliberation, will take action to approve the curriculum with full accreditation, conditional accreditation pending correction of minor deficiencies, probationary accreditation pending correction of major deficiencies, or the curriculum will be disapproved for accreditation. The administrator of the environmental health curriculum will be notified as soon as possible after the meeting of the Council of its actions and recommendations.

IV. Reports of the Survey Team

The Accreditation Council considers all reports, including the recommendations, as confidential information which may be released only with the permission of the institution.

CHECK SHEET FOR APPLICATION FOR ACCREDITATION

To Applicants:

The Pre-Survey Form Guide for Evaluation and Narrative Reports and the supporting materials are designed to inform the survey team and the Accreditation Council of the curriculum in Environmental Health to be visited, its general settings, characteristics, objectives, plans and faculty. To ensure preparation of and inclusion of the materials requested, please check on this list those items which are being submitted. Insert this check sheet as the introductory page of each set. Seven sets of the following material should be assembled and submitted to the National Accreditation Council.

_____ Copy of the schedule for the survey visit. (Information for Applicants)

_____ Survey Report. A narrative report following the Guide for Evaluation and Narrative Report

_____ Pre-Survey Form
Supporting materials requested in the Pre-Survey Form

SECTION I

_____ Page 1, 3. Current college bulletin(s)

_____ Page 5, 17. Most recent annual budget for EH curriculum

_____ Page 5, 18. Description or diagrams of space allocated to EH curriculum

SECTION II

_____ Page 9, 3. Samples of typical class schedules for EH majors for each part of final two years, showing the hours students spend in scheduled classes

_____ Page 10. Information for each environmental health course

_____ Page 10, 6. Most recent course outlines and bibliographies

SECTION III

_____ Page 12, 2. Duties and responsibilities of EH curriculum director

_____ Page 12. Statement of functions of Advisory Committee and duties of Chairman

_____ Page 15. Curriculum vitae for each faculty member teaching in professional phase of curriculum

SUGGESTIONS FOR PREPARATION OF THE "PRE-SURVEY FORM"

The "Pre-Survey Form" and supporting materials will be studied by selected Accreditation Council members and survey visitors in preparation for an on-site visit to the institution applying for accreditation. Specific information is requested, but the applicant is reminded to supplement this with further information in the narrative report which will provide a clear understanding of the curriculum, its administrative location, characteristics, plans, objectives, learning experiences and evaluative procedures, and knowledge of the faculty and their interests, activities and goals.

Prior to completing the "Pre-Survey Form":

A. Examine contents of the package. In addition to this and other descriptive information, it should include:

   1. Four sets of the "Pre-Survey Form" so that two may be used as work copies, the third set may be used as a finished copy, and you will have the fourth set. Additional sets of the "Pre-Survey Form" will be supplied on request.

   2. Four copies of a "Check Sheet" on which to confirm that the materials requested have been prepared for mailing.

B. Refer to page 24. In providing information on each environmental health course, this format should be followed. Additional copies of this page will be supplied on request.

C. Refer to page 29. In preparation of a curriculum vitae, the information indicated in the outline is sought, but another format which includes this information is acceptable.

D. Read the "Pre-Survey Form" and "Check Sheet" and, on work copies, develop the information to be typed on the "finished" form.

Explanations of several items on the "Pre-Survey Form" follow.

SECTION I PAGE 16

Item 8. The length of a semester, trimester or quarter and equivalency of credit values assist the team to understand the time allocated for classes. If the institution is on a semester plan, cross out "trimester" and "quarter" wherever these terms are used. If on a semester plan, the last sentence in Item 8 might read:

45 hours of laboratory work are equivalent to

15 quarter / semester / trimester hours of credit."

Item 3 In describing methods used to evaluate the curriculum, consider the objectives of the institution as well as those of the curriculum, and the accomplishments of the faculty and the students.

CURRI[illegible]IN ENVIRONMENTAL HEALTH

[illegible]RVEY FORM

S[illegible] - GENERAL INFORMATION

Please submit seven copies to:

National Environmental Health Association
National Accreditation Council for
Environmental Health Curricula
1600 Pennsylvania Street
Denver, Colorado 80203

1. Name of institution _____

   Address _____

   _____

2. Objectives of institution:

3. How often is a bulletin published setting forth the curriculum in environmental health?

   _____

   PLEASE ATTACH COPY OF LATEST BULLETINS DESCRIBING CURRICULUM AND COURSE CONTENT TO EACH OF SEVEN COPIES OF THIS FORM FOR REVIEWING GROUPS.

4. Regional Association(s) accrediting institution _____

   Date of Last Accreditation _____

5. In what unit of the university or college is the environmental health curriculum located?

6. Admission procedures: _____

   a. What are the requirements for admission to the college or university?

      _____

   b. What are the specific prerequisites for admission to the environmental health (EH) curriculum?

      _____

   c. Is an interview required of students applying for admission to the EH curriculum? _____ If yes, who conducts the interviews?

      _____

d. What tests are administered to students applying for admission to the EH curriculum?

_____

_____

e. Are transfer students accepted at the Junior year? _____

At the Senior year? _____

7. Levels of degrees granted by institution: Associate Degree _____

Bachelor _____ Masters _____

Doctoral _____ Specify degree(s) granted to

graduates of EH curriculum _____

8. The institution is on a semester / trimester / quarter plan. Length of semester / trimester / quarter in weeks? ____

_____ hours of laboratory work are equivalent to _____ semester / trimester / quarter hours of credit.

9. _____ semester / trimester / quarter hours of credit are required in the basic EH curriculum leading to: associate's degree _____; Bachelor's Degree _____; Master's Degree _____.

10. Do any of the required courses in the EH curriculum carry credit toward any Master's Degree program? _____

If yes, specify, including name of degree and major areas:

_____

_____

11. List other health related curricula offered by the institution:

_____

_____

12. Enrollment figures:

a. Of the total institution _____; of the unit in which EH curriculum is located _____. Name the unit:

_____

b. Of EH Curriculum:

1. In program leading to Associate degree: Freshmen _____

Sophomore _____

2. In program leading to Bachelor's degree: Freshmen _____

Sophomore _____ Junior _____ Senior _____

Total _____

3. In environmental health program leading to Master's Degree _____

4. Foreign EH students _____

Female EH students _____

5. Current maximum capacity: Junior year _____

Senior year _____

13. Number of graduates of EH curriculum in past five school years receiving degree:

Year	Associate Degree	Bachelor Degree	Master Degree
19___19___	_____	_____	_____
19___19___	_____	_____	_____
19___19___	_____	_____	_____
19___19___	_____	_____	_____
19___19___	_____	_____	_____
19___19___	_____	_____	_____

14. May students enroll in EH curricula on a part-time basis? _____

If yes, explain:

15. Are any of the courses in the EH curriculum offered in the evening?

If so, please specify:_____

_____

16. Fees paid by students:

a. Tuition per semester/trimester/quarter: state residents_____

Out of state students_____

b. Other fees:

17. Budgetary information:

a. Main source of financial support for institution_____

_____

b. Main source of financial support for EH curriculum_____

_____

c. Non-institutional income for EH: Source_____

_____ Amount_____

d. Source of salaries if not paid out of EH budget_____

_____

e. Are salaries for full-time EH faculty equivalent to comparable faculty in the institution?_____

f. Insert most recent annual budget for EH curriculum, or lacking a budget, indicate the amount of funds available to the curriculum and restrictions on their use._____

_____

Does this reflect actual cost of operation of the EH curriculum?

If so, please explain._____

_____

_____

18. Space allocation--insert description of space currently allocated to EH curriculum. It is not necessary to detail the common-use classrooms shared with other departments.

19. What types of records relative to EH students and curriculum are kept?

20. What is the policy or practice regarding student employment for EH majors?

21. Services and/or resources available to students:

a) testing & counseling _____

b) library: General _____

Departmental _____

Other (specify) _____

c) medical care: complete _____ _____ emergency _____

physical examination _____ _____

d) Campus Environmental Health surveillance:

Describe program and persons responsible for program.

22. What kinds of follow-up activities are carried out for/with graduates of EH curriculum?

23. How many graduates are now employed:

In environmental health services: _____

In other health services: _____

Who are they employed by:

a) health agencies (1) local _____
(2) state _____
(3) federal _____

b) industry _____

c) institutions _____

d) military (medical service corps) _____

How many graduates have been, but are not now, employed in environmental health services?

_____

How many graduates are currently serving in the service (other than the medical service corps, or equivalent)? _____

24. How many EH graduates have earned advanced degrees? Master's _____

Ph.D. _____ Dr.PH _____ M.D. _____ Other doctoral degrees _____

How many graduates are currently engaged in study leading to advanced degrees? MPH _____ Master's _____

Dr. P.H. _____ Ph.D. _____

M.D. _____ Other doctoral degrees _____

What have been the areas of specialization in graduate studies? _____

_____

_____

SECTION II - CURRICULUM

A. General

1. State concisely objectives of the current curriculum in environmental health.

A. General (Continued)

2. Insert outline of <u>total</u> environmental health curriculum offered by the
semester
institution by trimester, giving course numbers, titles, credit values
quarter
name of instructors. Insert, if space below is inadequate.

3. Insert samples of <u>typical</u> class schedules for environmental health
semester
majors for each trimester of final two years, showing the hours
quarter
students spend in scheduled classes.

B. Information on each environmental health course:

1. Catalog number and title of course _____
(All questions below pertain to this course.)

Credit hours _____

Clock hours weekly: _____

Lecture _____ Laboratory _____

Other (specify) _____

2. Specify year and semester / trimester / quarter in which course is taught _____

3. Prerequisites _____

4. Catalog description: _____

5. Objectives: _____

6. Attach most recent outline of course and bibliography of required references.

7. Department or division offering course _____

8. Instructor in charge: Name _____

Academic Degree _____ Academic rank _____

Administrative Title _____ Other departmental affiliation _____

(If course is taught by more than one instructor, attach list of all teaching in course, supplying same information requested in #8 and indicating number of clock hours and topics taught by each.)

9. List equipment used in teaching: _____

10. Course offered to candidates for: Associate Degree _____

Bachelor's Degree _____ Master's Degree _____ Other Students _____ (If others, specify) _____

SECTION III - TEACHING AND EVALUATIVE TECHNIQUES

Describe briefly the methods used to:

1. **Corelate the instruction in environmental health courses with those of related subject matter in the curriculum.**

2. **Identify steps taken in assisting the student to develop attitudes and interests which will ensure his continuing self-development.**

3. **Evaluate student achievment and performance.**

4. **Evaluate the curriculum.**

SECTION IV - ADMINISTRATIVE AND TEACHING PERSONNEL

1. Administrative head of the unit in which EH curriculum is located:

   Name _____

   Academic Rank _____

   Administrative Title _____

2. Environmental Health Specialist directing the curriculum:

   Name _____

   Academic Rank _____

   Administrative Title _____

   Insert list of duties and responsiblitties. Please include a narrative description, with approximate hours, of EH teaching during the academic and clinical phases of the curriculum.

3. Advisory Committee:

   a. Number of members _____

   b. How is its chairman selected? _____

   _____

   _____

   c. List name, title, employing agency and professional, administrative and/or instruction field of each committee member.

   d. Insert statement of functions of Committee and duties of chairman.

   e. Frequency of meetings of Committee _____

4. Faculty:

   a. Number of full-time environmental health personnel on faculty _____

   _____

   b. Number of part-time environmental health personnel of faculty _____

   _____

c. Are academic ranks for EH personnel equal to those of other faculty?

_____

Are EH faculty qualifications equal to those of other faculty?

_____

d. Does the EH faculty participate in departmental, school and university activities? Explain:

e. Are educational opportunities available to EH faculty and clinical staff within this institution?

_____

With tuition remission? _____

Explain limitations: _____

f. Are provisions made for EH faculty and clinical staff to participate in and attend professional meetings?

_____

Local _____ State _____

Regional _____ National _____

Special courses _____ Institutes _____

Committee meetings _____ Conferences _____

Specify any limitations _____

_____

g. Faculty participating in professional or technical phase of environmental health curriculum (Please include curriculum vitae on each - see page 14)

Please list names alphabetically	Subjects taught in EH curriculum	Clock hours teaching per academic year	Departmental affiliation and sub-specialty	Academic rank and degree

Insert additional pages if necessary for remaining faculty providing the information indicated on this sheet.

Sample Curriculum Vitae

1. Name

2. Date of birth

3. Place of birth

4. Education

   Secondary school, college or university - give dates of graduation and dates of degrees received.

5. Experience

   Employers, types of responsibilities, dates of employment. Present employment.

6. Membership in professional organizations and scientific or scholarly societies.

7. Licensure or registration

8. Research

9. Publications

SECTION V - PLANS FOR THE FUTURE

Please state concisely considered plans for the future of the EH curriculum.

OFFICIAL SIGNATURES ON PRE-SURVEY FORM

Signatures of the environmental health faculty member directing the curriculum, and an authorized official of the institution. (i.e., Division Chairman, Dean, Vice President for Academic Affairs, or President.)

1. _____
Environmental Health Curriculum Director

_____
Title

2. _____
Authorized Official of the Institution

_____
Title

_____
Date

BACHELOR OF SCIENCE IN ENVIRONMENTAL HEALTH

General Requirements

The typical environmental health curriculum on the next page illustrates the general content of a curriculum preparing students to become environmentalists. The identification of subject topics within the many areas of study is intended to guide persons seeking to implement an environmental health curriculum.

The typical environmental health curriculum permits sufficient flexibility for the two year institutions or community colleges to make contributions through an environmental health technician program, thus enabling students in a two year program to transfer to a four year school with an environmental health curriculum. The environmental health curriculum also provides sufficient flexibility so that the student interested in continuing with graduate education can plan his course work to meet graduate school admission requirements.

Major blocks of time in the curriculum are devoted to studies in the humanities, social sciences and natural sciences all of which are fundamental to the professional courses and to the activities and functions of the environmentalist.

It is essential that the courses in the physical sciences be comprehensive in content and, where possible, presented at a level comparable to the courses offered to majors in that specific area of study. The social science courses will generally be introductory in nature. Students should be encouraged to take additional courses as elective time is available to give them some depth in one or more of the social sciences, The humanity courses are intended to broaden the students and contribute to their total education. Specific emphasis should be placed on giving each student ample opportunity to develop his skills in oral and written communications. These skills are critical to his development and ability to function effectively in the field of environmental health.

The core courses - those that relate directly to environmental health - and the professional courses in environmental health, represent a year, or a year and a half, of the four year curriculum.

A curriculum would be expected to cover many of the environmental health topics in a comprehensive manner. The remaining environmental health topics would be covered in a survey or summary course.

It is recognized that each institution has its own peculiar or unique requirements which its graduates must meet. Each institution may also have restrictions on the degree of emphasis placed on "liberal and educational" goals which dictates the depth or breadth of a curriculum. The resources at hand, including the availability and qualifications of faculty, will determine the degree and areas of emphasis each institution develops in the education of environmental health students. The National Accreditation Council recognizes these factors and expects variations among environmental health curricula in the different institutions and encourages innovations in programs which utilize the academic resources available. In the review of an environmental health curriculum, the Council will be concerned with the philosophy, objectives and quality of the program. They will also base their evaluation on how well the curriculum parallels the general criteria established for accreditation, and whether it conforms to the aims and purposes established by the Council.

TYPICAL CURRICULUM

LEADING TO A BACHELOR OF SCIENCE IN ENVIRONMENTAL HEALTH

I. BACKGROUND AREAS . . . . . (120 - 135 quarter hours)

1. COMMUNICATIONS, ORAL AND WRITTEN
   English Composition. (Report Writing* Public Speaking.)

2. HUMANITIES
   Philosophy, Literature. (Art - Music - Drama)

3. SOCIAL SCIENCES
   Economics, Sociology, Psychology, Anthropology.
   (Political Science - Human Relations)

4. MATHEMATICS
   Introductory Algebra and Trigonometry.
   (Analytic Geometry and Calculus)

5. CHEMISTRY
   Inorganic, Organic. (Biochemistry - Nuclear Chemistry)

6. PHYSICS
   Mechanics Heat Light Sound Magnetism Electricity
   (Modern Physics)

7. BIOLOGY
   Zoology Physiology (Ecology)

II. CORE AREAS . . . . . (45 - 60 quarter hours)

1. MICROBIOLOGY
   General Applied (Environmental) (Immunology Virology)

2. BIOSTATISTICS

3. EPIDEMIOLOGY

4. COMMUNITY HEALTH EDUCATION

5. PUBLIC HEALTH ORGANIZATION AND ADMINISTRATION

6. ENVIRONMENTAL HEALTH . . . . . (18 - 24 quarter hours)
   Water and Waste Water Food and Milk Air Vectors Shelter
   Solid Wastes Accident Prevention (Occupational Health
   Recreation)

7. FIELD EXPERIENCE

(* Desirable)

GUIDE FOR EVALUATION AND NARRATIVE REPORT

This guide for evaluation of an environmental health curriculum is designed for two purposes: 1) to be of assistance to the faculty in assessing, in defining, and in planning its work; and 2) to provide information which would reflect the program. Such a self-study may point out the need for a change in objectives and plans, or may lead to strengthening one's work in order to more nearly fulfill the desired aims.

It is suggested that the director of the environmental health curriculum review this Guide, have copies available for each faculty member, and plan a faculty conference to discuss this Guide, its purpose and use. Periodically, the faculty should meet to review its progress by following the Guide in evaluating its curriculum. Writing of the material suggested by the Guide for inclusion in the narrative report should be started only after completion of the preliminary discussions and study. Copies of the narrative report must be submitted together with each set of completed pre-survey forms and exhibits.

PART I. PHILOSOPHY OF EDUCATION

1. What is the educational philosophy of the institution?

2. How does the philosophy of the environmental health curriculum support that of the institution?

PART II. OBJECTIVES OF THE ENVIRONMENTAL HEALTH CURRICULUM

1. List the chief objectives of the environmental health curriculum and for each objective or each group of similar objectives, describe phases of the program which provide the experiences leading to its attainment.

PART III. APPRAISING OBJECTIVES

1. By what regular means are you determining the effectiveness of the program in meeting its objectives?

2. How does the faculty (environmental health) participate in the revision of the objectives of the environmental health curriculum?

PART IV. CURRICULUM

1. To what extent is the curriculum fulfilling the objectives of the institution and program?

2. What methods are being used to evaluate the curriculum?

3. Describe procedures for making changes in the curriculum.

PART V. FACULTY (Environmental Health)

1. What are criteria for selection of the faculty?

2. What are the roles of the faculty in the attainment of the goals stated in Part II?

   a. In the functions indicated in Part III?

   b. In the functions indicated in Part IV?

   c. In correlation of course content?

3. How is faculty performance evaluated?

4. What opportunities are offered for the continuing growth and development of the faculty?

PART VI. STUDENTS

1. Describe services available to students

   a. Orientation
   b. Counseling Services
   c. Health Services
   d. Extra-curricular Activities
   e. Scholarships available
   f. Student Employment
   g. Opportunities for religious activities
   h. Housing Assistance
   i. Placement Services
   j. Alumni Activities
   k. Continuing Education

2. What are the criteria for admission to the university?

3. What are the criteria for acceptance into the environmental health curriculum?

4. By what means is student progress measured?

PART VII. FACILITIES

1. Are facilities adequate for meeting the objectives of the environmental health curriculum program? Describe:

   a. space:

      Office space
      Classrooms
      Laboratory
      Library
      Student Lounge
      Storage

   b. equipment:

      Laboratory Field Communication Aids Other

   c. Are the field resources adequate for the attainment of objectives?

PART VIII. ADMINISTRATION

1. Describe or diagram through an organizational chart the location of the environmental health curriculum within the institution and the major lines of education responsibilities.

2. Describe or diagram lines of budgetary responsibilities.

3. Describe or diagram lines of responsibility for the planning of the curriculum and the steps towards its ultimate approval.

4. Describe the secretarial/clerical assistance available.

PART IX. PLANS FOR THE FUTURE

1. Describe specific strength(s) in the program.

2. Describe problem areas which are of current concern.

3. What are the long-range plans for the program?

PART X.

Describe any situation, plan or procedure, not covered in the preceding which is important to the program in meeting its objectives.

Institution _____

Survey Date _____

Survey Visitors _____

Comments by: _____

REVIEW COMMENTS FOR GUIDANCE OF THE SURVEY TEAMS

Council members who review the self-evaluation materials and supporting documents from an institution applying for accreditation are requested to provide the following information for the survey teams.

1. What do you consider strong features of the program?

2. What do you consider weak features of the program?

3. Do you have any comments on the curriculum?

4. What additional information do you advise the survey team to obtain at the time of the visit?

5. Do you have any comments or suggestions for the survey team?

Date _____ Signature _____